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ABSTRACT

Information on education in Korea indicates that programs and services for the handicapped have not been extensive, serving only 3,271 children in 1968 of the 5,478,167 who were enrolled in schools. Recent developments which are expected to extend special education are discussed, including long-term goals and teacher training programs. (RJ)

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SPECIAL EDUCATION IN THE REPUBLIC OF KOREA

Presented at the
First Pan-Pacific Conference on the
Handicapped Children and Youth
February 9-12, 1971

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SPECIAL EDUCATION IN THE REPUBLIC OF KOREA

Greetings

On behalf of the Minister of Education, Republic of Korea, His excellency Hong Chong Chul, we the representatives from Korea bring you hearty greetings !

We wish the First Pan-Pacific Conference on Handicapped Children and Youth will provide an open-ended-communications possibilities among the representatives, an opportunity to explore not just outer space but inner space -- that of human mind, especially, the children with special needs.

Introduction

The country we represent called Korea has 4,300 years of proud history backed by 45 million industrious people with distinctive cultures -- such as "Hangul" (Korean Alphabet) promulgated by King Seijong on October 9, 1446.

The most unfortunate by-product of the World War II has been the division of our beloved homeland into the north and the south against the will of our people. Therefore, my presentation is natually limited to the south where I had an opportunity to compile following informations and materials to this conference which we the representatives from Korea value very highly.

Compulsory education of today includes children 6-12 years of age in elementary education. Although 1968 government statistic indicate that approximately 5,478,167 or 95% of school age children have been enrolled in 5,601 schools, special education schools on the hand number only 28 schools with a total enrollment of some 3,271 children.

The Koreans cared for the fellowman, especially those who were blind and physically disabled throughout history. However, organized systematic special education had been neglected for centuries due to age old misconception regarding the handicapped.

Modern educational concept -- providing an equal opportunity of education for all children has been with the Korean for over a quarter of century. The President Park Chung Hee of Korea proclaimed 1972-77 as the Third Five-Year Economic Plan which includes not just economic and social development but national resource development of manpower. Thus, long over-due opportunity to upgrade special education in Korea is now within the range our reach.

As I prepare to close introduction, I would like to express my great pleasure of sharing common tasks and the common problems with you distinguished delegates from many lands. We hope that this conference will help strengthen common ties among the nations and assisting in the development of international cooperation for the betterment of the handicapped everywhere. Toward meeting this end, I would like to outline you general aspect of special education in the Republic of Korea.

I. Educational Administration and Policy

Since 1945, the Korean schools have been exposed to Democratic education and 6-3-3-4 educational system which became the national pattern throughout the country. School year begins in March. The national government is responsible for education. The Three-Year Educational Plan (1969-72) is now under way to eliminate enterance examination requirements for the nation's junior high schools. Also, the government effort to prepare for the extention of the compulsory education up to the junior high school level in the 70's is under intensive planning stage. Therefore, we in the field of special education anticapate reorganization of special schools and special classes throughout the country. Special education patterned after the general education system of 6-3-3, though it is still in the semi-compulsory state of education.

Guidelines for Educational Policy

Like general education, the fundamental aims of special education is based upon the following four national educational goals:

"Hong-ig In-kan" (Benfits for all mankind)by

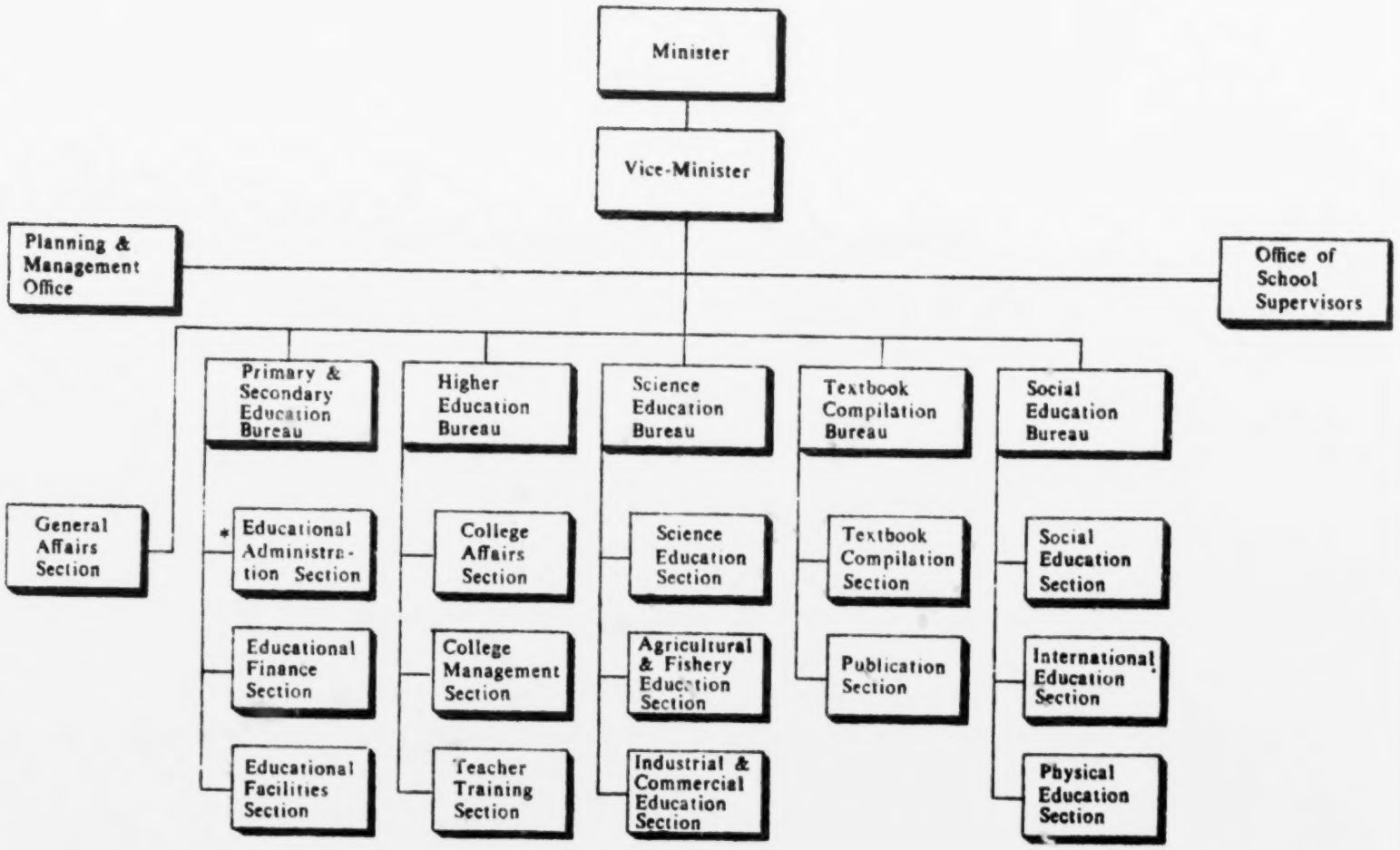
1). assisting all people perfecting individual capability

2). developing the ability for independent life

3). acquiring citizenship qualifications needed to serve for the democratic development of the nation

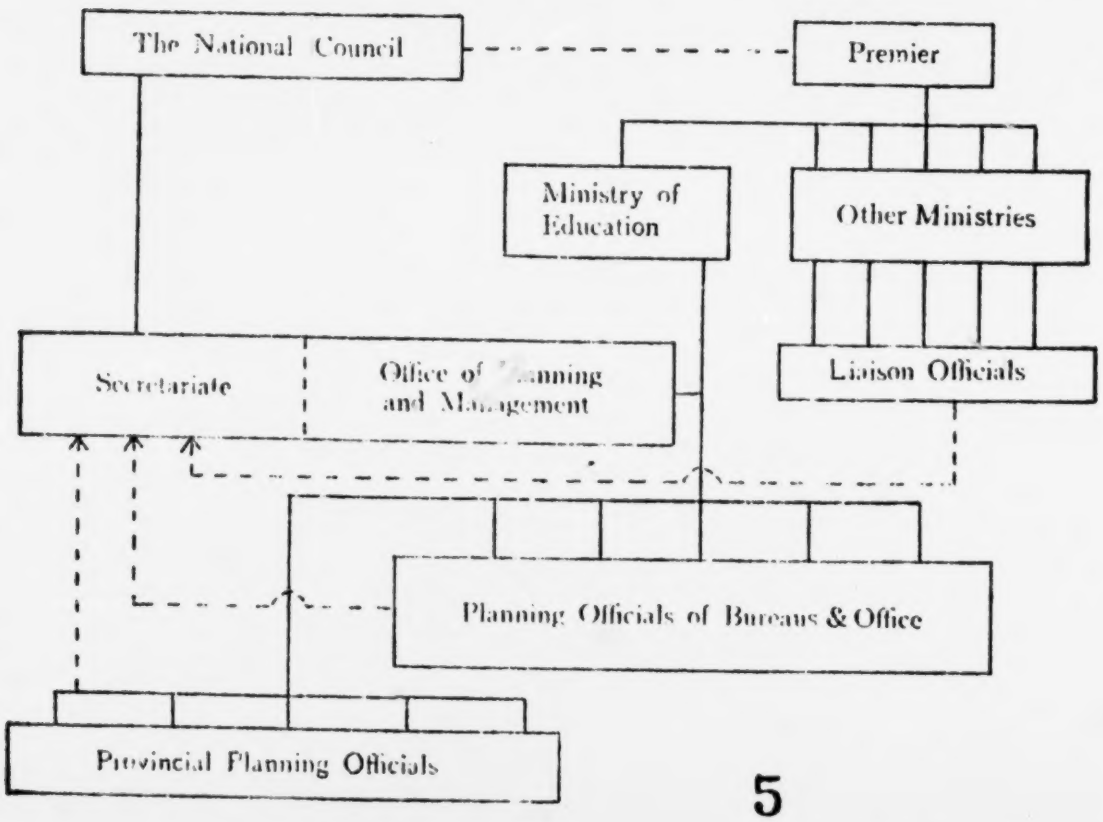
4). for the realization of human co-prosperity.

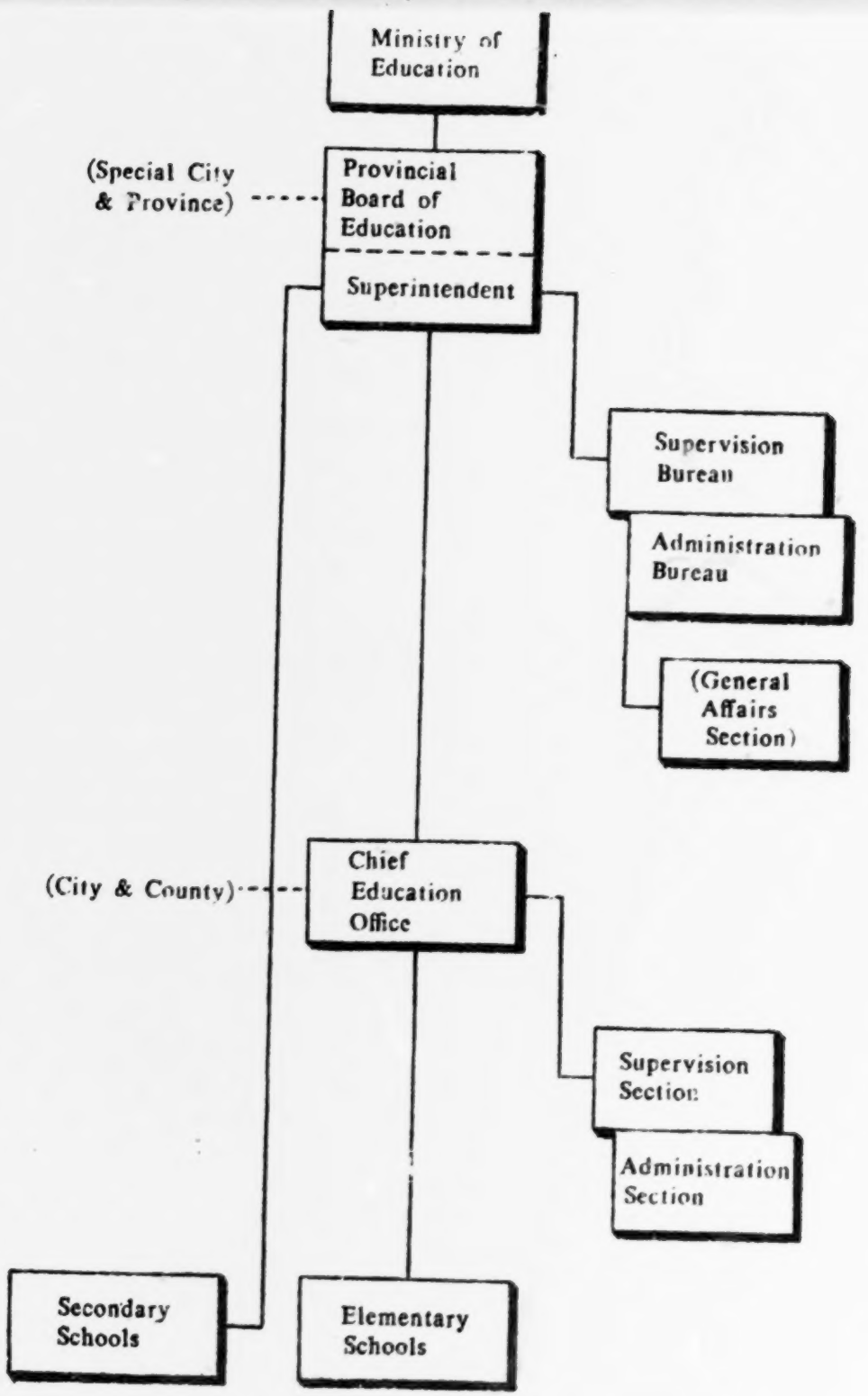
Organization of Ministry of Education



* Special Education Desk

Long-Term Comprehensive Educational Planning Chart





Organization of Local Educational Administration

II. Educational Finances

1. Total Expenditures for Education

The total national budget for the fiscal year 1968 was 254 billion won. Of this the appropriation for the Ministry of Education amounted to 44 billion won or 17.4% of the total budget, and indicate an increase of 2.75 billion won over the previous year.

	Government Budget (A)	Ministry of Ed. Budget (B)	B/A
Total Amounts	254,132,461.7	44,112,269.5	17.4

Total Amounts for Special Schools 243,000.0

Public Schools 180,000.0

Private Schools 63,000.0

Source: The Ministry of Education, "Statistical Year Book of Education", 1968

Note: Official Exchange Rate as of 1968 average one U. S. dollar to three hundred Korean won

2. Local Educational Expenditures (omitted)

III. Statistics of Korean Education by Year

1. Elementary Education

1). Kindergaten

	Schools		Children (A)		Teachers (B)		
Year	Number	Growth Rate	Number	Growth Rate	Number	Growth Rate	A/B
1945	165	100	13,534	100	485	100	28
1968	470	285	22,327	165	1,632	336	14

2). Primary Schools

	Schools		Children		Teachers	
Year	Number	Growth Rate	Number	Growth Rate	Number	Growth Rate
1945	2,834	100	1,366,024	100	19,729	100
1968	5,601	198	5,548,577	406	92,530	469

	Classes		Classrooms	
Year	Number	Growth Rate	Number	Growth Rate
1945	25,315	100	20,758	100
1968	83,368	329	73,726	355

3). Secondary Schools

	Schools		Students		Teachers		Classes	
Year	Number	Growth Rate	Number	Growth Rate	Number	Growth Rate	Number	Growth Rate
1945	165	100	83,574	100	3,219	100	1,580	100
1968	2,260	1,370	1,494,988	1,790	41,164	1,279	26,199	1,658

Note: Middle Schools, Academic High Schools and Vocational High Schools Combined

4). Higher Educational Institutes

Year	Schools		Students		Professors	
	Number	Growth Rate	Number	Growth Rate	Number	Growth Rate
1945	19	100	7,819	100	1,490	100
1968	222	1,169	172,410	2,205	8,898	597

Note: Colleges and universities, graduate schools, junior teachers college, junior colleges and junior technical colleges combined.

5). Special Education Schools

Year	Schools		Children		Teachers	
	Number	Growth Rate	Number	Growth Rate	Number	Growth Rate
1945	1	100	N/A	100	N/A	100
1968	31	3,100	3,947	N/A	376	N/A

IV. Problems and Outlooks

When one consider Korea as one of the developing country in the world, then the special education in Korea could be regarded as the developing field of education in Korea and deserves support of special educators at home and abroad in order to resolve some of outstanding problems such as these;

1. Define the role of special education involvement in the Second and the Third Five-Year Economic Planning.
2. Define the role of the national and the local government involvement in the development of special education

3. Continued development of climates for upgrading the special education
4. Influence new and better legislation effecting not just special education but also vocational rehabilitation.
5. Co-ordinate national effort for the implementation of existing laws and policies for the handicapped children and youth.
6. National policy in the form of grant-in-aid to encourage basic research in special education.
7. Extension of teacher training programs vertically and horizontally.
8. Greater effort be made to localize special education facilities.
9. Development of evaluation procedures and tools.
10. The Ministry of Education and the national organization for the handicapped adopt priority of quality and quantity integration of the handicapped into society, and schools.
11. Early indentification of handicapped child's needs and special education.
12. Encourage domestic and international co-operation for further development of special education and vocational rehabilitation.

Long-Term goals for special education is to provide an opportunity for every children with varying degree of mental, physical , emotional, psychological, and social handicaps to achieve their highest goals in life according to their potentialities and training.

As far as the short-term goals the Ministry of Education and Hankuk Social Work College launched massive teacher training programs for the nation's special schools, especially for the nation's general public schools which have opened their doors for the handicapped children for the first time in the nation's 4,300 years of history. Thus a new chapter -- the most significant chapter in the history of special education in the Republic of Korea is about to be written next month, in March, 1971.

We the representatives from Korea would like to join with you distinguished delegates and assembled friends of special education for the cerebration of this day -- when the handicapped children of Korea takes her rightful place in the public education and society which ignored her existance for centuries.

Finally, I wish to express our thanks to the conference host -- Council for Exceptional Children for the hospitalities and hope that such a meangful gathering like this one will serve as the foundation for greater international understanding and cooperation for years to come.